

Intentionality

Early Literacy Practices and Components Working Together

Practice: Reading

Early Literacy Component	Examples (You can add more)	Your Book
Phonological Awareness <i>Ability to hear and play with the smaller sounds in words</i> Environmental sounds, singing, clapping syllables, rhyming, beginning sounds	Animal sounds/environmental sounds in books Books with onomatopoeia Pointing out rhymes in rhyming books Books with alliteration and point out beginning sounds Nursery rhyme books Use songbooks or sing all or part of a book	
Print Awareness/Conventions <i>Knowing that print has meaning</i> Environmental print; how to handle a book; direction of print; author/title	Run finger under words in title Run finger under words in repeated phrase Hold book upside down as you start to read Point out the title—the title of our next book is . . . Point out names of author/illustrator and what they do Call attention to the print in a picture or to a word with an interesting font	
Letter Knowledge <i>Same letter can look different; letters have names and represent sounds</i> Shapes, alike and different, visual matching, letters	Talk about shapes in book illustration Read a shape book Compare how illustrations of two objects or characters look similar or different Point out a letter and look for more Point out upper and lower case of a letter Read alphabet book, preferably one with a good story Share alphabet book, not necessarily whole book	
Vocabulary <i>Knowing the meanings of words including names of things, feelings, concepts and ideas</i> Learning the meanings of new words	Add interesting words to a simple book Read books with unfamiliar words Read books with familiar words and add an unfamiliar word, a synonym Share factual book Discuss how two words with similar meaning are alike and different Use books with words for feelings or put feeling words to characters' expressions	
Background Knowledge <i>Prior knowledge—Includes:</i> <ul style="list-style-type: none"> • content knowledge (factual) • book/story knowledge <ul style="list-style-type: none"> ▫ enjoyment—print motivation ▫ story structure ▫ narrative skills (retelling) • conceptual thinking: abstract thinking-- sequencing, predicting, problem solving, etc. It includes but is more than specific concepts such as shapes, colors. 	Share concept books or talk about concepts in books Share cumulative books Share factual books—in whole or in part Choose books you enjoy and tell them why Make book interactive for engagement Have children say a repeated word, phrase Have children retell story—can use book, props, flannelboard, puppets Relate what is happening in the book to their own experiences Ask, What do you think will happen next?	

Practice: Singing

Early Literacy Component	Some Examples (You can add more)	Your Song/Rhyme
Phonological Awareness <i>Ability to hear and play with the smaller sounds in words</i> Environmental sounds, singing, clapping syllables, rhyming, beginning sounds	Sing songs Clap in rhythm or clap syllables Bounce, tap, clap to rhythm Shakers/instruments to syllables	
Print Awareness/Conventions <i>Knowing that print has meaning</i> Environmental print; how to handle a book; direction of print; author/title	Flipchart/project words to songs Sing "Oh no my book is upside down" to tune of London Bridge is Falling Down. Use songbooks, point to words in chorus.	
Letter Knowledge <i>Same letter can look different; letters have names and represent sounds</i> Shapes, alike and different, visual matching, letters	Alphabet song and variations BINGO and variations Sing songs about shapes	
Vocabulary <i>Knowing the meanings of words including names of things, feelings, concepts and ideas</i> Learning the meanings of new words	Songs with interesting/unfamiliar words Songs about feelings	
Background Knowledge <i>Prior knowledge—Includes:</i> <ul style="list-style-type: none"> • content knowledge (factual) • book/story knowledge <ul style="list-style-type: none"> ▫ enjoyment—print motivation ▫ story structure ▫ narrative skills (retelling) • conceptual thinking: abstract thinking-- sequencing, predicting, problem solving, etc. It includes but is more than specific concepts such as shapes, colors. 	Knowing rhymes and songs Songs to help learn facts Enjoyment around songbooks Songs about enjoying books (The more we read together . . .) Songs with concepts Songs with refrains (patterns) Songs about spatial relationships, size, opposites, shapes Story songs with sequence , cumulative	

Practice: Writing—Can be during or after storytime or suggestions to tell parents when they are playing with their children.

Early Literacy Component	Some Examples (You can add more)	Your Storytime/Your Ideas
Phonological Awareness <i>Ability to hear and play with the smaller sounds in words</i> Environmental sounds, singing, clapping syllables, rhyming, beginning sounds	Have children draw a picture of animal, what sound does it make? Write child's name—point out sound of first letter Point out writing when it occurs in books	
Print Awareness/Conventions <i>Knowing that print has meaning</i> Environmental print; how to handle a book; direction of print; author/title	Have children draw pictures and say what is happening Have children scribble/write lists, story, cards, make own books	
Letter Knowledge <i>Same letter can look different; letters have names and represent sounds</i> Shapes, alike and different, visual matching, letters	Have children scribble/draw shapes Have children "write" their names Songs/activities where children draw shapes or letters in the air	
Vocabulary <i>Knowing the meanings of words including names of things, feelings, concepts and ideas</i> Learning the meanings of new words	Add new words when children tell you about their drawings	
Background Knowledge <i>Prior knowledge—Includes:</i> <ul style="list-style-type: none"> • content knowledge (factual) • book/story knowledge <ul style="list-style-type: none"> ▫ enjoyment—print motivation ▫ story structure ▫ narrative skills (retelling) • conceptual thinking: abstract thinking-- sequencing, predicting, problem solving, etc. It includes but is more than specific concepts such as shapes, colors. 	Do fingerplays and action songs that use gross motor and fine motor skills Have children write/draw about a story or experience Use charts, graphs to classify objects Encourage writing/recording as an activity	

Practice: Playing—Can be during or after storytime or suggestions to tell parents when they are playing with their children.

Early Literacy Component	Some Examples (You can add more)	Your Storytime/ Your Ideas
Phonological Awareness <i>Ability to hear and play with the smaller sounds in words</i> Environmental sounds, singing, clapping syllables, rhyming, beginning sounds	Play games using sounds: I Spy, guess rhyming word or play with beginning sounds, use non-sense words Games with animal sounds	
Print Awareness/ Conventions <i>Knowing that print has meaning</i> Environmental print; how to handle a book; direction of print; author/title	Play time or craft time—add print to instructions or to play itself (sign for a store, etc.)	
Letter Knowledge <i>Same letter can look different; letters have names and represent sounds</i> Shapes, alike and different, visual matching, letters	Block play, shapes, colors, size Sort and categorize items Play matching games, sorting games—what is alike and different Include foam, magnet or block letters	
Vocabulary <i>Knowing the meanings of words including names of things, feelings, concepts and ideas</i> Learning the meanings of new words	Describe what baby is doing and objects, how they feel, look Use words themselves, not pronouns, even if repetitious (not “it”—say the item) Add less familiar words to children’s play	
Background Knowledge <i>Prior knowledge—Includes:</i> <ul style="list-style-type: none"> • content knowledge (factual) • book/story knowledge <ul style="list-style-type: none"> ▫ enjoyment—print motivation ▫ story structure ▫ narrative skills (retelling) • conceptual thinking: abstract thinking-- sequencing, predicting, problem solving, etc. It includes but is more than specific concepts such as shapes, colors. 	As children explore objects, describe them and their uses Compare and contrast objects Puzzles for problem-solving Role playing games Act out stories together Provide toys/props to act out story or extend story in imaginative play For activity or craft, put processes in sequence Allow time for children to figure things out, and to talk about what they are doing during play	